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ABSTRACT

In 1983, Cuyahoga Community College (CCC), Cleveland, Ohio, initiated a project to improve the rates of persistence, retention, and success of minority students in completing a two-year academic program and transferring to a four-year college. The project addressed four factors contributing to low rates of educational persistence and transfer: (1) lack of articulation between CCC and receiving four-year institutions with respect to the transferability of particular courses for degree credit; (2) lack of academic preparation of entering students; (3) lack of personal preparation for postsecondary education; and (4) lack of appropriate and adequate assessment of a student's academic preparation and career choice as the basis for developing a sound counseling and advising program and an individualized educational plan. This report looks at CCC's activities and achievements to date in obtaining these objectives. After providing an overview of the project, the implementation plan is described along with the achievements of CCC's Transfer Subcommittee, which investigated transfer policies; Curricula Ladders Subcommittee, which developed three 9th grade through baccalaureate degree curricula ladders in the vocational areas of business, engineering, and health careers; the Counseling/Special Programs Subcommittee, which selected and provided special services for 125 students; and the Assessment Subcommittee. Plans for institutionalizing the project and reflections and recommendations conclude the report. Lists of committee and subcommittee members and a course equivalency guide are appended. (EJV)

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Cuyahoga Community College

FORD FOUNDATION URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM 1983-84

Narrative Report: Phase I
June, 1984

IC 850 265

Cuyahoga Community College
Metropolitan Campus
Cleveland, Ohio

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NARRATIVE REPORT
URBAN COMMUNITY COLLEGES TRANSFER OPPORTUNITIES GRANT
CUYAHOGA COMMUNITY COLLEGE
METROPOLITAN CAMPUS
JUNE 1, 1984

Overview of Proposed Project

The College is and has been acutely aware of the low rates of persistence, retention, and success of minority students, locally and nationally, in completing a two-year academic program and transferring to a four-year baccalaureate degree-granting institution. Further, even among the minority students who do transfer, only a small percent complete a baccalaureate degree. The College therefore proposed to undertake a comprehensive program to address the major factors that appear to contribute to this low rate of academic persistence. Because these factors are relevant to most, if not all, secondary, two-year, and four-year institutions and their minority populations, the College's program could well serve as a regional and national model for improving the transfer opportunities and success of minority students.

One of the factors that contributes to the low rate of transfer and academic persistence of minority students is the lack of articulation between the two-year college and the receiving four-year institution. Indeed, the Chancellor of the Ohio Board of Regents recently stressed the need for the state institutions to address this problem. The fact is, although the College has and continues to develop articulation agreements with area and state educational institutions, the agreement of a receiving institution to accept the number of hours credit earned by the student at the two-year college does not assure the student of credit for meeting specific discipline requirements at the four-year institution. There is, indeed, a distinction that must be made between articulation and transfer, because the transferring student often finds that acceptance of hours credit does not mean that courses in specific disciplines are accepted as meeting degree requirements in those disciplines. Further, the process and criteria for determining the acceptance of specific discipline credits is ill-defined and inconsistent among most two-year and four-year institutions. Consequently, the College proposed to develop, in conjunction with its major receiving institutions, both the process and the criteria for determining the transferability of specific courses.

A second factor that contributes to the low rate of educational persistence and transfer success of students is the lack of preparation they bring to the two-year college. Entering students often lack academic preparation for post-secondary education, whether they followed a college preparatory or vocational program in the secondary school. Consequently, the College proposed to address the problem of academic preparation by working with area secondary schools and four-year institutions in defining three vocational/technical curricula ladders that students could follow to enhance their readiness for a two-year college program and, thereafter, their transfer to a linking career program at a four-year institution. The College anticipated that the process followed in identifying the ladders would be the basis for developing additional curricula ladders

with area secondary schools and four-year institutions and would serve as a model for extending the effort regionally and, potentially, nationally. A third factor, the lack of personal preparation for post-secondary education, was addressed through the counseling and advising component of the proposal. The College proposed to identify 130 students who would participate in counseling, advising, and special program activities related to enhancing their transfer to a four-year institution. As with the curricula ladders component, personnel from both secondary and four-year institutions were to take part in the proposed counseling and special activities. This process is expected to raise the awareness of personnel in four-year institutions of the need to create a more supportive environment for minority students.

A fourth factor--the need for appropriate and adequate assessment of a student's academic preparation and career choices as the basis for developing a sound counseling and advising program and an individualized educational plan--was addressed through the assessment component of the proposal. This component provided for developing a plan for utilization of the College Board Scholastic Aptitude and Career Skills Assessment tests.

Implementation Plan

In order to foster the long-range institutionalization of the project, the College felt it was essential to gain the support and cooperation of area secondary and four-year institutions from the beginning of the project's implementation. For this reason, the College organized a Steering Committee made up of representatives from the following secondary and four-year institutions:

Cleveland, East Cleveland, Warrensville Heights, Shaker Heights, and Jane Addams public and Lutheran East and Erieview Catholic private secondary schools; Cleveland State, Kent State, University of Akron, Baldwin-Wallace, and Dyke.

The College also charged the science areas to address the issue of transfer of minority students and thereby gained input from Case Western Reserve University School of Medicine and School of Engineering, Cuyahoga County Data Center, Cleveland Electric Illuminating Company, NASA Lewis Research Center, and the Cleveland Public School's Center for Science.

In addition to the Steering Committee, which was charged with general oversight of the project and achievement of its objectives, four subcommittees were formed: Transfer, Curricula Ladders, Counseling/ Special Programs, and Assessment. Each of the subcommittees was charged with achieving one of the four objectives specified in the proposal; i.e., the objectives related to transfer, curricula ladders, counseling/special programs, and assessment.

Members of the Steering and subcommittees all occupy positions that carry demanding and time-consuming responsibilities within the educational institutions that the members represent. Organizing the membership of these committees obviously delayed the startup of the project. However,

the approach has been well worth the extra effort and time because the initial and continuing enthusiasm of the external representatives to the Steering Committee and to the various subcommittees has been and will be essential to the long-range impact, expansion, extension, and lasting institutionalization of the effort.

Lists of Steering and subcommittee members are included in the appendices to this narrative report.

Achievements to Date

The Steering Committee was to be co-chaired by Dr. Ralph Pruitt, Dean of the Division of Special Studies, Cleveland State University, and Dr. Marion Ruebel, Dean of the University College, University of Akron. Dr. Pruitt was unable to continue the assignment due to serious illness. However, Dr. Ruebel proved more than able in assuming leadership of the Steering Committee and implementing the extensive project that the College had planned. Dr. Ruebel immediately scheduled regular meeting dates for the Steering Committee and for each of the subcommittees, and attends the majority of all subcommittee meetings. The Special Assistant to the Campus Provost serves as the internal resource person to the Steering Committee.

The Transfer Subcommittee is chaired by Dr. Diane Dillard, Director of the Office of ACCESS, Office of Advising and Counseling for Evening and Special Students, Cleveland State University. Dr. Dillard brings to this subcommittee not only a link to our major receiving institution but also to the special counseling of minority students provided through her office.

The charge to the Transfer Subcommittee was to

- develop a systematic procedure and criteria for determining the transferability of courses among the cooperating institutions;
- develop new or reaffirm existing articulation agreements between Cuyahoga Community College and the cooperating four-year institutions.

The College has recently completed development of courses for core curricula in general education and its business, engineering, and health careers programs. The College therefore proposed to target these courses for identifying the procedure and criteria that might best be followed in determining the transferability of courses within specific disciplines. The chairperson of the College's General Education Task Force serves as the internal resource person to the Transfer Subcommittee.

The Transfer Subcommittee has collected transfer guides, course equivalency guides, written policies and procedures for transfer, and existing articulation agreements from Cleveland State, Case Western Reserve,

University of Akron, Baldwin-Wallace, Dyke, Ohio University, and Cuyahoga Community College. Members of the subcommittee have reviewed the course equivalency guides with respect to the College's proposed General Education core courses and reviewed transfer acceptability analyses of these courses and the career core courses by University of Akron and Cleveland State representatives. The subcommittee has to date determined the course equivalencies between Cuyahoga Community College's proposed general education core courses and courses offered by Cleveland State, University of Akron, Dyke, Kent State, Baldwin-Wallace, and Case Western Reserve universities. A chart of the equivalencies may be found in the appendices to this report.

The subcommittee has also reviewed the transfer policies, identified the key variables in the transfer guides, and identified discrepancies in the guides among the universities. Representatives from cooperating four-year institutions have also come together to talk about transferability problems and procedures and have shared data on student mobility among Ohio public institutions of higher learning.

Based on their study of existing documents and procedures, they will recommend the procedures and criteria to be followed in determining the transferability of specific courses between and among the cooperating institutions. They also expect to recommend uniform articulation agreements for implementation by the cooperating institutions.

The subcommittee will continue to meet during the summer in order to complete these activities, which correspond to the objective and subcommittee charge related to improving articulation and the transferability of specific courses between Cuyahoga Community College and the cooperating institutions.

<u>The Curricula Ladders Subcommittee</u> is chaired by Dr. Robert Clinkscale, Director of Technical-Vocational Education Division, Cleveland Public Schools. Representatives from Warrensville Heights, Shaw, and Cuyahoga Valley Joint Technical secondary schools, along with the Metropolitan Campus Dean of Instruction and division heads for engineering, business, and health careers and the Director of the School of Technology, Kent State University, make up the membership of the subcommittee. The subcommittee is coordinated internally by the Special Assistant to the Campus Provost.

The subcommittee met biweekly to complete its objective and charge:

- o develop/define three ninth grade through the baccalaureate degree curricula ladders in the vocational-technical areas of business, engineering, and/or health careers

The parameter set for this charge was that the curricula ladders must include not only the technical courses but also the general education courses that are part of each curriculum.

The subcommittee identified three specific curricula areas that they investigated:

- Data Processing at the secondary level, in relation to Data Processing and Business Management at the College and Business Administration at the four-year institution level;

- Electricity-Electronics, machine trades, and industrial maintenance at the secondary levels in relation to industrial management, industrial technology, and/or electrical-electronics technology at the College and at area four-year institutions;

- Dental Assisting and Dental Laboratory Assisting in relation to dental laboratory technology, medical laboratory technology, and/or dental laboratory assistant at the College and at area four-year institutions.

Members of the subcommittee were assigned to review the courses of study in the specified curricula areas to determine overlaps in the secondary, two-year, and four-year curricula; to examine the secondary school course requirements in relation to the State minimum requirements; and to determine the match between the College curriculum in each of the specified areas and programs at the four-year college level.

Potential ninth through baccalaureate curricula ladders, including both general education and technical course components, were identified for the data processing and engineering areas. In the data processing area, the subcommittee analyzed the curricula of the Cleveland Public Schools, Cuyahoga Valley Joint Vocational School, Parma Vocational, and Willoughby Eastlake Vocational and identified related courses in the College curriculum. They also identified data processing and business courses that were potentially transferable to four-year institutions toward baccalaureate degrees in the fields. In the engineering area, matches were identified in the manufacturing/industrial technology, electrical-electronic technology and/or mechanical engineering technology curricula. It was also determined that a student could be accepted in these programs at Kent State and the University of Akron through the 2+2 program if the core curriculum is completed at Cuyahoga Community College.

The subcommittee encountered difficulty in identifying curricula matches between the identified College health careers programs in the dental fields and programs of area four-year institutions. The subcommittee will investigate the curricula ladder potential in the medical laboratory assisting, nurse assistant, and medical assistant areas instead.

The Counseling/Special Programs Subcommittee was chaired by Mr. Tom Schick, Director of Counseling for the Metropolitan Campus. Mrs. Jean Allen-Jenkins and Dr. Joseph Malone, Counselors, assisted Mr. Schick in implementing the subcommittee's charge and carrying out the planned activities.

The subcommittee developed a Student Academic Survey that was administered in representative courses comprising the general education and career/vocational curricula of the College in order to identify the students who would participate in the activities that were planned. Referrals from members of the campus counseling staff through direct student counseling contacts were also made. As a result, 125 of the

proposed 130 students were identified for participation in the Counseling and Special Program activities.

A computer tracking system was developed using dBase II software. All data collected from the student survey were entered into the tracking system. Reporting capabilities include a total of 12 separate reports: the master list of identified students, students with decided major, students with decided college choice, students who have requested transfer information, students by planned transfer dates, students using transfer guides, students who want to meet with admissions representatives, students with undecided major, students with undecided college choice, students who want to meet with CCC counselors, students who want to attend career planning workshops, and students by high school. The reports continue to be the basis for work with the students and for study by the subcommittee, since the information that is generated raises additional questions for research and followup. The system is capable of generating still other kinds of reports and also includes the tracking of correspondence sent to the students.

In addition to Individualized Educational plans for each student, which will be required by the College, three special programs for the participating students were conducted. These included two Career/Educational Planning workshops and a Four-Year College Information session. The Career/Educational Planning workshops were designed to assist students in identifying career fields. The initial assessment instrument, "My Vocational Situation," was used to determine the level of career maturity of the student as it relates to the student's career plans. Next, interests, skills, and abilities were assessed using an adaptation of the "Self-Directed Search." Finally, values were assessed using an adaptation of Donald Super's "Work Values I Inventory."

After the students identified their career field(s), counseling discussions were held that identified the transfer college that offered the appropriate training in the respective identified career fields.

The Four-Year College Information Session was designed to bring together the students and representatives from area colleges and universities. This session provided students with the opportunity to learn, first-hand, about academic programs and related student support services. Participating institutions included Cleveland State University, Case Western Reserve University, Dyke College, and Kent State University.

The Assessment Subcommittee, chaired by Dr. Lawrence Simpson, Assistant Vice President for Student Development, reviewed the CEEB Scholastic Aptitude and Career Skills Assessment instruments and the records for 96 of the 125 students identified through the Counseling/Special Programs subcommittee to see if these students had been tested under the Metropolitan Campus assessment program. Forty-seven percent of the students had been tested in reading, writing, and mathematics. Students identified as needing developmental course work were advised to enroll in such courses and in only those other courses appropriate to their academic preparation. All of the identified students will continue to be tracked for their persistence, retention, and success rates in their courses and

in their identified program. Tutoring and, in some cases, computer-assisted instruction are or will be available to students through learning support services that exist or are being developed.

Beginning in Winter Quarter, 1984, all students were advised to identify and/or reconfirm their program of study. Program identification provided the basis for giving students an Individual Educational Plan that consists of a program planner which identifies all course work they must take, other requirements they must meet for their degree, and their assignment to a counselor. The College is currently investigating development of a computerized system that will facilitate academic tracking, counseling, advising, and monitoring of each student's progress toward his/her declared educational goal at the College and, after transfer, to a four-year institution.

The Assessment Subcommittee determined that the standardized assessment instruments specified in the proposal should await identification of secondary students under the Curricula Ladders component. Long-range, the College anticipates the coordination and acceptance of specified assessment instruments among cooperating secondary and four-year institutions so that students may be provided with individual educational plans, based on their career choices and coordinated with the curricula ladders, from ninth grade, or at whatever level the student enters the College, through the baccalaureate degree. Longitudinal studies will then be possible to determine not only the appropriateness of the assessment instruments but also the effectiveness of the coordinated counseling and educational efforts.

An alternative plan was developed using the internal basic skills assessment scores of the identified students, as explained above, and their career interests through the Bolles Quick Job Hunting Map and the Holland Form E. The information gained is being utilized by the Counseling/Special Programs subcommittee, along with the student information they have, in counseling the identified students and developing their Individualized Educational Plans. The persistence, retention, and success rates of the identified students will continue to be tracked, along with continuing counseling activities, to determine the effectiveness of the project.

At this point, it has been determined that the Assessment and Counseling/-Special Programs subcommittees should now be merged, and that they will meet henceforth as one subcommittee.

Correspondence of Achievements to the Objectives of the Original Proposal

Except for the adjustment and expansion made in the assessment component, the achievements of all of the subcommittees correspond to the objectives of the original proposal. However, work remains to be completed related to the transfer component in identifying the process, procedural steps, and criteria for determining the transferability of courses in the specific disciplines. This work will continue through the summer.

Changes in Program, Resources, or Staff

Except for changes/adjustments in timelines, the change in the assessment component, noted above, is the only program change that was made. The original plan for using the specified assessment instruments may yet be undertaken when the timeframe for its implementation permits. No changes were made in resources. Two staff changes were made: Dr. Pruitt was unable to serve as co-chair to the Steering Committee, and Ms. Ingelore Reschke, Director of the Metropolitan Campus Assessment Center and Assessment Specialist staffed the Assessment Subcommittee in place of Dr. Lily Kliot.

The subcommittees were asked to recommend changes and/or additions to the original proposal that they thought would improve the transfer opportunities of minority students. The recommendations are as follows:

Transfer: Reorganize action steps of charge and add in additional steps
Add a glossary of terms to be used by participating institutions
Do a literature search to see, nationwide, if there are programs, etc. that have already been done
Do a longitudinal study of progress of minority students' programs, etc., and include in it where transferred, major success rate, and why transferred

Curricula Ladders: Minimal changes would be recommended
More internal staff support and cooperation
The subcommittee strongly believes that the articulation/-transfer efforts in process will enhance the opportunities for minority students in the transfer program

Assessment: The subcommittee recommends that receiving institutions and the College participate in a program to review credit-by-examination policies as they relate to transferring from one institution to another

Plans for Institutionalizing the Project

The merging of the Assessment and Counseling/Special Programs subcommittees was originally anticipated, as is the merging of the Transfer and Curricula Ladders subcommittees as their work progresses. The two sets of subcommittees will then be brought together to effect integration of the components of the project and its institutionalization within the College and, through the Steering Committee membership, all of the cooperating secondary and four-year institutions.

As originally proposed, the College planned to address four major factors related to the low rate of academic persistence, retention, and success among minority students, in particular. These factors were related to the

- difficulty of obtaining full credit at a receiving four-year institution for course work in specific disciplines, particularly technical course work

- discrepancies in academic preparation of secondary school students in relation to the two-year community college and four-year university degree requirements in the students' chosen career programs

- lack of personal preparation of students for making a career choice, identifying a transfer program and college, and following an educational program that would support their career choice

- need for appropriate assessment of the students' basic skill levels and career aptitudes in order to provide them with appropriate counseling, individualized educational plans, and learning support services so that they are encouraged to persist toward and succeed in obtaining both a two-year and a four-year degree in their chosen fields

The College's program addresses these factors and, when fully implemented, will provide for the early identification of a student's educational/-career goal, whether in a secondary school or on entry in Cuyahoga Community College; development of an educational plan for the student, extending from ninth grade or entry-level through the baccalaureate; a strong, personalized, proactive couseling, advising, and learning support services component; and a complete and carefully designed assessment program encompassing basic skills, academic readiness, and career options as the basis for guiding the student through his/her secondary-community college-baccalaureate educational experience.

The College fully believes that such a program can be implemented locally, regionally, and nationally through a carefully prepared and well-communicated implementation plan and that the College can provide the leadership required for the program's success in improving the opportunities for greater numbers of minority students to transfer to and succeed in baccalaureate-granting institutions.

The subcommittees were also asked to make recommendations related to institutionalizing the project within and among cooperating secondary and four-year institutions. Their recommendations are as follows:

Transfer Subcommittee: Develop a process for dissemination of changes in curriculum across all institutions participating in the project
Maintain an articulation (advisory committee) to work out differences as they develop in the articulation process
Establish a publication of articulation agreements for use by all participating institutions
Continue to compile information to be included in the format for course equivalency guide

Curricula Ladders: Continue operation of the project
Expansion into more vocational areas and general education is needed

Assessment: Cooperating institutions should develop, recognize, and utilize one or more common assessment programs that are designed to improve minority students' success rates in transferring to other institutions. If assessment is to be considered an important component, then those assessment programs utilized must be cooperatively considered when an institution considers a transfer application.

Reflections and Recommendations

As the College progressed through the UCCTOP grant activities and participated in the meetings of Project Directors, personnel from other colleges, and the Ford Foundation staff, we were continually impressed with the universality of our problems and with the similarity of corrective or problem-solving efforts that were being tried. Most significantly, we were impressed with the substantiation of the low persistence, retention, and success rates of minority students, nationally, in their educational experiences and the especially low rates of their participation in the engineering and other science fields. While there was some consolation in knowing that our local situation in this regard is not unique, the knowledge served to reinforce and give impetus to our resolution to correct the problem and set an example from which others might benefit.

Although Cuyahoga Community College is undoubtedly better prepared than many colleges are to provide data related to its students, we were also impressed, negatively, by our ability to access some highly desirable information about our students. We are grateful, however, that the project revealed this weakness because it has lent urgency to initiating improvements in our student information and allied systems. It is essential that we know at all times how our students are progressing and how we are performing as an institution in meeting our mission of providing high-quality educational experiences for our students that will encourage them to persist in reaching their highest possible career goals.

The Campus continues to attract a large minority population. In Spring Quarter, 1984, 63 percent of the enrollment were minority students (60 percent Black; 3 percent Hispanic). The average age of our students also continues its upward trend: 28.4 years. Consequently, the need for continued attention to the minority student is evident, but not only for the minority student in secondary school, although that student must continue to receive the attention of all educators. We must also focus on the older minority student who is in equally great need of appropriate assessment; counseling and academic advising; an Individualized Educational Plan; and a variety of accessible alternative learning support systems. We must also focus on the definition of majors for our A.A. and A.S. degrees for, although the transfer of technical credits tends to be a

primary barrier to access, the full acceptance of course work toward majors can also be a barrier to successful transfer to a four-year institution.

Recommendations related to our own project center around refining the subcommittee processes and worksteps, integrating the activities internally and with the cooperating area institutions, and extending the project to other Ohio, regional, and historically Black four-year institutions, such as Wilberforce and Central State.

Recommendations for The Ford Foundation are simply to continue the project, which indeed has great merit. The Foundation is to be commended for identifying a project of such current and future significance to our minority population, to the health and vitality of the educational community, and to our country. We are grateful to have had the opportunity to participate and hope we have made and can continue to make a contribution to the program.

APPENDICES

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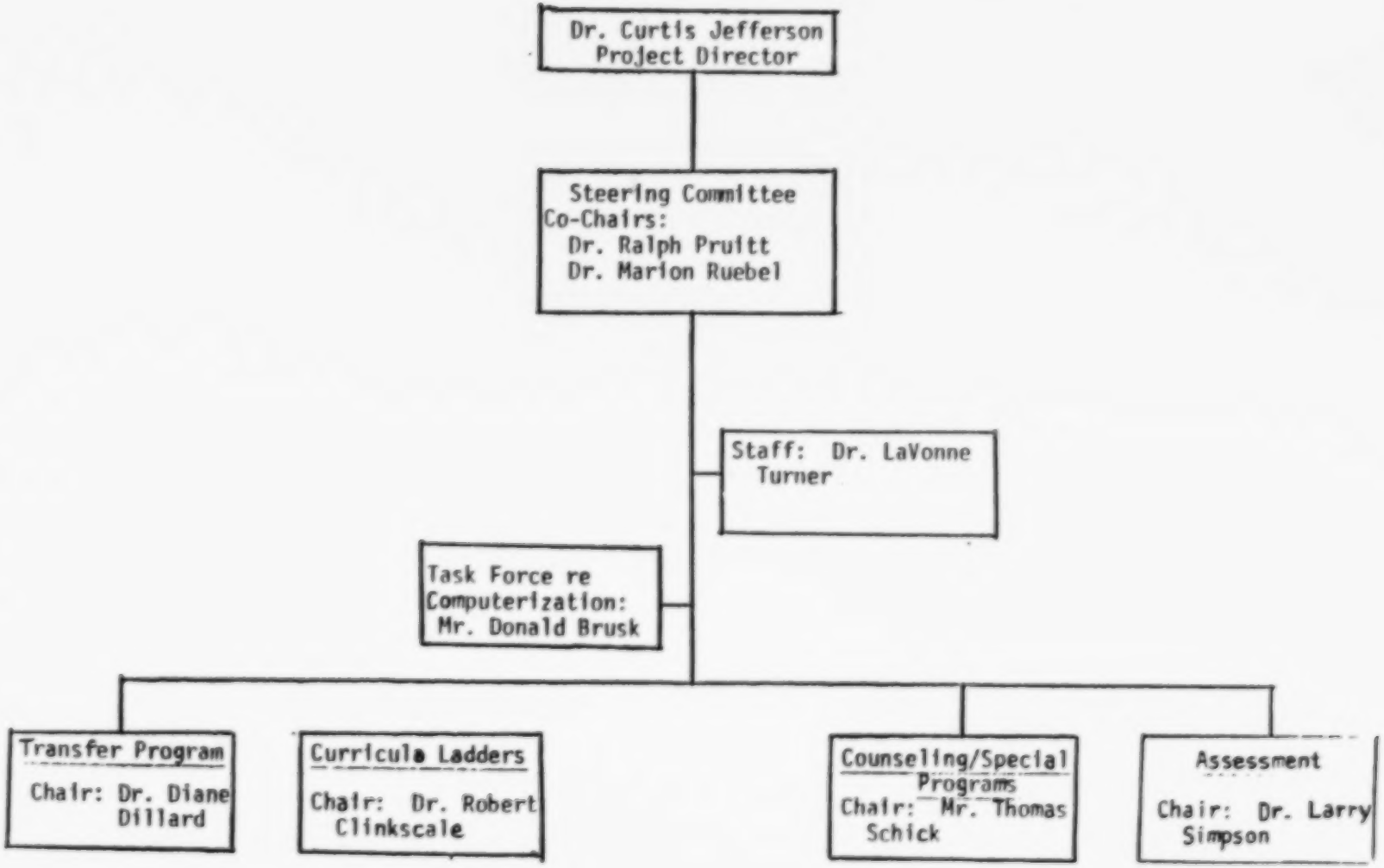

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FOUR-YEAR INSTITUTIONAL COURSE EQUIVALENCIES

FOR CUYAHOGA COMMUNITY COLLEGE'S GENERAL EDUCATION CORE REQUIREMENTS
(See next page for key to abbreviations)

Core Courses For CCC (Quarter Hours)	CSU (Quarter Hours)	AKRON (Semester Hours)	DYKE (Semester Hours)	KENT (Semester Hours)	BALDWIN WALLACE (Quarter Hours)	CASE WESTERN (Semester Hours)
ENG 101 (3) 102 (3) 103 (3)	ENG 101 (4) ENG 102 (4)	ENG 111 (4) ENG 112	ENG 101 (2) ENG 102 (2) ENG 201 (2)*	ENG 10001 ENG 10002	Any 2 (101) 102 or 103) equal ENG 103 102)	ENG 150 (ENG 101
SPCH 100 101 (4) 121	COMM 111	1100:105 (3) or 1100:106 (3)	(2 2/3 ENG 110	SP 20001 SP 10000 SP 35550	SCT 102 SCT 112 SCT 315	COST 100
SSCI 103		115	(2) Gen Ed.	NE. "Quote" El. (3 hrs.)		
SSCI 104		and	(2) Gen Ed.	NE. "Quote" El. (3 hrs.)		
SSCI 105		116	(2) Gen Ed.	NE. "Quote" El. (3 hrs.)		
MATH 100G	NA**	Various	2-2/3)FE***			
102	MTH 121	Courses Depending on Student's maj.				
105	MTH 113		(2-2/3)Gen Ed/El		MTH 140	
107			(3-1/3)Gen Ed		Not Trans. (0)	
108			SC101 (3-1/3) Sci/Rq			
109			SC201 (3-2/3)Sci/Rq			
110			SC202 (2-2/3)Dst/Rq			
111	N.A.				MTH 111	
112	N.A.				MTH 111	
113	N.A.				Elective (4)	
115	MTH 112		SC201(2-2/3)Sci/Rq.		MTH 140	
117	MTH 121-122		SC102(2-2/3)Sci		Elective	
118	MTH 123-124		SC102(2-2/3)Sci.	MATH	MTH 136	
119	MTH 125-126		SC102(2-2/3)Sci.	11012	Elective (4)	
121	MTH 112		(2-2/3)Gen. Ed. El.	MATH	Elective (4)	
122	MTH 113		(2-2/3)Gen Ed. El.	12001	MTH 140	
141	MTH 260		SC2306(2-2/3)B.S.		MTH 135	STAT 219
151	MTH 161-163		SC202(3-1/3)	12002	MTH 141	151-153
152			" Dst/RQ	&12003	MTH 142	½ of 154
153			"		MTH 143	equals
154			"		MTH 144	MTH 121-2
160			(2-2/3)Gen. Ed.	21001	MTH 211	
201	MTH 244		(3-1/3)Gen Ed.		MTH 212	
252	MTH 245		(3-1/3)Gen Ed.	NE*		
NSCI 101	To be Eval.					
HUM 100	To be Eval.					
101	Credit	1100:320(4)			El. (3)	
102	CSU Group	1100:321(4)			El. (3)	
103	Req. & A.S. Group B Req.				El. (3)	

KEY

Dst. Req. = Distribution requirement

NE= Non-equivalent course

El.= Elective

*Non-equivalent course can transfer and meet degree requirements. However, advisor will make determination as to how course can be used as general requirements, as substitute requirements or as elective credit.

Cleveland State University

**NA= Credit not accepted

Dyke College

***Free elective, both courses are needed to transfer as a Dyke course.

Kent State University

"Quote" means that there is no equivalent course and student must meet with an assistant dean to learn how those credits transfer.

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